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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXII.

For the Week Ending March 24, 1906

No. 12

OSSIAN LANG, Editor.

## The N. E. A. at Louisville.

Last week THE SCHOOL JOURNAL published Dr. Chancellor's interesting and comprehensive report of the Louisville meeting of the department of superintendence, N. E. A. This relieves me of the necessity of giving a detailed account, and leaves me free to talk about the few things which lodge in my memory.

In point of attendance all previous records seem to have been surpassed. There were more than 1,500 people present. The sessions were better attended than ever before. The entertainment provided by the local committee was pleasing. Nothing was permitted to interfere in any way with the business of the department. Social and other treats were restricted to the recess periods. Mark and Halleck and Bartholomew won golden opinions for themselves as royal hosts. Carr did splendidly as a presiding officer. I am constitutionally opposed to welcome addresses and responses, but I did enjoy Carr's clever talk, nevertheless. He made the Louisvillers feel that it was a precious privilege to live in Kentucky. He almost persuaded others to this point of view. A better presiding officer the department never had.

The program was not what it should have been, considering the specific objects of the organization. For a general educational convention it would have been admirable. However, everybody enjoyed it and so it was well worth while.

How prevalent the anxiety for the spiritual welfare of the young is at present and how desirous educators are to come to a fuller understanding of their duties in this respect was evident at the meeting. No discussion excited greater interest than that occupied with the means afforded in the common schools for moral and religious training and instruction. President Thompson, of Ohio university, treated one phase of the problem so admirably that there was an immediate demand for printed copies of his paper. One positive suggestion made by him was that pupils should have opportunities for initiative and free choice to develop responsibility. Prescription and direction are poor props for moral conduct. The conscience must get hold of truth and impel the individual to live his convictions. The address will appear in THE SCHOOL JOURNAL next week.

Miss Julia Richman, of New York city, described what the school can do for the moral regeneration of the supposed-to-be "incorrigible" child. Judge Lindsey, of Denver, told about the wonderful work of his juvenile court and the power of faith in boys and girls.

With all the excellent thoughts presented nothing was said of the really greatest opportunity of the common school, that of training children in social service. This is the keynote of the new education. Social service develops unselfishness, zeal in a brother's cause, a humanitarian attitude, and moral efficiency. Holiness is not the supreme aim, but efficient loving-kindness.

One interesting item of information was brought forward by Superintendent Raymond, of South Dakota: He stated that the Teachers' Association of his state had appointed a committee to investigate the subject of moral and religious instruction with a view of elaborating a series of tenets upon which

people of all creeds could agree, and which might then be taught in the schools.

Second in importance to moral training on the program of the department of superintendence was the question of ways and means for improving the efficiency of grammar schools. Frank McMurry, of Teachers college, argued convincingly for the training of children in the art of study. They must be taught how to use maps and charts and reference books. The child needs to learn how to master a new problem without help from anyone. School programs ordinarily make no provision whatever for this. The result is that many pupils never acquire the art of independent thinking and working. The paper is printed in the present number.

Brumbaugh's talk was excellent, tho title and text were only distantly related. He has a fine platform presence. In the art of fixing a point by a well-told story he is a genius. His argument for a rational encouragement of reflection and self-activity on the part of the children was graphic and timely. Any one on the lookout for somebody and something worth while to bring before a teachers' institute will make no mistake in getting Brumbaugh to repeat his Louisville talk in his own inimitable fashion. The paper, without the stories, was published in these pages last week.

Jordan, of Minneapolis, failed absolutely to make a single sane statement. He spoke as one with a grievance ill-digested. Wild challenges of all sorts came from his lips. For instance, he asserted that 25 per cent. of the pupils now in the high schools would be better off if sent to work. I could hardly believe my ears and eyes. This could not be Jordan, as I have known him. Perhaps his evident unpreparedness was at fault. Whatever it was, let us hope it was just a temporary lapse.

An interesting point in the paper by Professor Avery, of Indiana university, on the teaching of arithmetic, was that his state had found by practical experience that whatever results are actually required by law to be produced in school, are invariably secured. It is another confirmation of the belief that children are capable of almost anything; they supply what is asked for, providing that the demands are not too numerous. Wherever the emphasis is placed, there the effort is uniformly greatest.

Superintendent Simpkins, of Ohio, made a first-rate reply to Henry Sabin's ill-advised plea for corporal punishment. James L. Hughes, youthful veteran that he is on the platform, could do no better than advise him as he did. Does anybody know how James L. manages to preserve his marvellous vigor? Wonder if Dr. Osler ever met him?

Felmley and Van Sickle read very helpful papers upon the question of teachers' salaries. Both may be read in THE SCHOOL JOURNAL. The one by Felmley ought to be read by every school board in the country. Miss Baylor spoke very entertainingly in discussion. "Industrial Training" was the topic of a spirited discussion on Friday afternoon. Kern, Keyes, Ad-dicott, and Henry were the speakers.

However, there is no need of describing the papers. Nearly all the best ones will be found in THE SCHOOL JOURNAL. These, beginning with last week and ending on April 7, together with Chancellor's report, give as complete an account of the memorable convention as can well be obtained.



"The National Society for the Scientific Study of Education" is the Herbart Society once more. The return to the first name was a sensible move. Herbart is the founder of scientific pedagogy, whatever his opponents may say of his psychology and metaphysics. The society honors his name. That is right and laudable. It is no more bound to stand on purely Herbartian ground than a Beethoven musical society is limited to Beethoven compositions. A little breadth of view can do no harm.

On the whole, the Louisville meeting was very satisfactory, altho the program did not occupy itself as intensely with vital problems of school administration and supervision as it ought to have done. However, there is no need of further criticism. A halt has been called to the scattering of effort. One resolution adopted at Louisville read as follows:

*Resolved*, That we believe that the interest of educational progress and of this department requires specialization, with its resultant definite attention to particular problems and conditions. We, therefore, recommend that the programs of this department be devoted to a discussion of the duties and responsibilities of school administration, management, supervision, and organization.

### Arraignment of Cleveland Schools.

Cleveland, Ohio, has had an educational investigation. The results seem to have stirred up considerable feeling at home and abroad. Proceeding from the not uncommon assumption that any intelligent citizen is able to determine the quality of scholastic results, the school board last year appointed a commission composed almost wholly of laymen to report upon the efficiency of the city's common schools. A sub-committee, headed by President Thwing of Western Reserve university, prepared a conservative and really helpful statement concerning the conditions and needs of the Cleveland high schools. But the report which caused the sensation was the one published by the committee on elementary schools. Tho apparently intended to be fair and free from prejudice, the desire to prove a point is not entirely concealed. The chief fault of the report is its amateurishness and a consequent rashness in drawing conclusions.

No one can charge the Cleveland committee on elementary schools with not having been painstaking enough. The investigation must have caused Mr. Avery, the chairman, an immense amount of labor. Familiarity with the history of attempts to test the efficiency of schools and school curricula would have saved him and his committee much criticism. Only trained experts can successfully carry on an examination that will actually establish a case. How much weight would be attached to the findings of a committee composed of teachers, regarding the efficiency of a garrison or a hospital? The Cleveland committee no doubt meant well and some of its conclusions are quite sound. But its recommendations very naturally lack authoritative-ness, except the fictitious one which official credentials may accord it in its own locality. The committee deplors the inadequacy of results in the so-called essentials, but praises the teachers. It goes on record with this statement:

"The great majority of the teachers in our common schools are intelligent and earnest, wholly qualified and fit for the positions they occupy."

It is very interesting to follow the reasoning of the committee, as it reveals misconceptions which are quite prevalent but which are not often recorded in such a manner that one can show the errors involved. "Intelligent reading" the committee quite correctly understands to mean "the transferring of the thought of the writer to the mind of the reader or listener." It is also safe in saying that "without such reading, satisfactory progress in school is impossible." But

when it comes to account for alleged poor results in reading, it fires a blank shot:

"It appears that the time allowance provided by the school schedule for this subject covers several things in addition to actual reading by the individual pupils. The testimony of the teachers in our common schools is to the effect that, for such reading, the individual pupil has from five to eleven minutes per week—not that many minutes per day, but that many minutes per week. After this statement, it is not surprising that, of the teachers in grades five to eight inclusive, only sixty-two reported that they had enough time for reading, while more reported that they had not enough time for this fundamental study; and that, of the 1,312 not more than three reported in definite terms that the results were satisfactory. In almost every case it was suggested that better results could be secured if the teacher and pupils were relieved of some of the work required for other subjects.

"Teachers, parents, and others who appeared in person before the committee were unanimous and emphatic in their statements that the teaching of reading in the Cleveland common schools is the weakest point in our school curriculum. In response to inquiries sent to our high school principals as to the facts bearing on this subject as developed in their experience, one of them replies: 'Intelligent reading seems to be one of the lost arts among the pupils coming to us.' The testimony to this effect is so emphatic and so nearly unanimous as to leave no doubt that a radical reform in this respect is needed."

Analysis is bound to weaken somewhat the complaint regarding the time allowance for reading. The committee suggests elsewhere that there are usually more than fifty children in a class. Assigning to each individual pupil "from five to eleven minutes per week—not that many minutes per day; but that many minutes per week"—means that a minimum of from 250 to 550 minutes per week is given to reading, or from 50 to 110 minutes a day. The committee thus in effect asserts that even two hours a day is not enough for the teaching of reading. Experts would consider the time allowance amply sufficient for all practical purposes. "Relief of some of the work required for other subjects" is not likely to improve the quality of reading under the circumstances. The committee's implied suggestion that eleven minutes a day for each individual pupil would be none too much, is simply asking for a time allowance of more than nine hours a day for reading alone.

"Intelligent reading" is a variable substance. It certainly pre-supposes that a pupil knows what he is reading about when he is reading. If this kind of reading is to be counted among the "lost arts" in Cleveland, the conclusion must be that either the pupils have not learned to read thoughtfully or that they are given something to read which they cannot understand. In the former case the elementary schools are to be blamed; in the latter case, one of "our high school principals" is wrong. There is no doubt that in the majority of schools I have visited, too little attention is paid to making the reading pupil realize that he ought to try to understand and remember what he is reading. This seems to be more or less true of the city schools generally. The Cleveland committee's plan would probably be to let the pupil read aloud a certain number of minutes each day, as no allowance is made for silent reading. Here is exactly the point where much responsibility may be located for the large amount of thoughtless reading. Silent reading for thought getting would be a much more valuable exercise, especially if an explanation follow where an account must be given of the results of the silent study period.

Dr. Brumbaugh, of the university of Pennsylvania,



illustrated the point at issue very strikingly at the national convention of school superintendents recently held in Louisville. He spoke of the folly of keeping the pupil constantly dependent upon the orders of the teacher. When a child leans back to think over a matter of some interest to himself the ordinary teacher immediately reproves him for non-attendance to his duties. "John, keep your eye on your work! Lizzie, get busy!" These are reproaches that kill many nascent attempts at thoughtfulness. The example by which Dr. Brumbaugh fixed his point related to his boyhood days on the farm. "My mother told me," he said, "whenever I saw a hen setting on a dozen eggs, to leave her alone." The child wants to be permitted to think long enough "to hatch out something." Here is a suggestion which is well worth the consideration of teachers.

The spelling "test" of the Cleveland committee proves very little beyond showing that the absurd garb in which many English words appear is not always as well memorized by children as some of their elders would have them. The words used in the "test" will be found on page 301.

The "test" was applied in four schools. The words were "pronounced" by the regular teachers in the usual form, the committee being desirous here, as in every case, to avoid anything that might tend in any way to the embarrassment or confusion of any of the pupils! The examination was given to 144 eighth-year pupils. Thirty-six of the fifty words were misspelled, in the poorest paper. One paper contained no error. The total number of misspelled words was 1,887, the average thus being more than thirteen words per pupil, which would seem to be a comparatively fair showing, to judge by the findings published in the *Forum* by Dr. Rice. The Cleveland committee, however, is scandalized.

In arithmetic, the committee confined itself to the eighth year, on the assumption that if the Cleveland schools "are giving their pupils a satisfactory training in this really essential branch of study, the fact would show in the work done by pupils who had most nearly completed the common school course." So far, so good. But the committee carried its selection a little too far when it decided to test only:

"(a) Some of the pupils who came from portions of the city that are supposed to be marked, in an especial degree, by the liberally educated class.

"(b) Some of the pupils largely representative of the artisan class.

"(c) Some of the fairly representative of the foreign-born part of our population."

A "test" which, the committee had been informed, "would have been perfectly fair for fifth grade pupils" was applied. See page 300.

The committee calls the "test" one in "simple commercial arithmetic," and says it was disappointing. Other examinations in simple addition, subtraction, multiplication, and division were decided upon. Here stop watches were used, and other proceedings helped to ordealize the occasion. Nevertheless the schools should have done better than they did, if arithmetic had been satisfactorily taught, and the committee is not radical when it ventures the "opinion that nothing it can say would add to the impressiveness of this exhibit." Mental arithmetic is commended to the teachers as a remedy. Unfortunately, this form of performing calculations is also subject to human frailty and inefficiency. A method cannot be depended upon for the production of result. The right sort of teachers with the right sort of supervision to hold them to account will solve the problem more surely.

Whatever the Cleveland committee may or may not have accomplished by its report it certainly has given a splendid advertisement to Webster's International Dictionary and the various abridgements of the same.

## The Professional and Financial Side

Conducted by WILLIAM MCANDREW,  
Principal of the Girls' High School, Manhattan.

### The Pittsburg Campaign.

THE SCHOOL JOURNAL has described at length the progress of the salary campaign in that city. After a long and laborious succession of meetings, discussions, petitions, and conferences, the teachers induced the authorities to establish an improved salary schedule for teaching service. But like those in charge of similar movements in New York and Chicago, the Pittsburgers have discovered that the enactment of salaries on paper, instead of marking the end of the campaign, merely denotes the close of one of the opening chapters. Instead of amending the pay-rolls upon the adoption of the new scale of wages, the Pittsburg school board turned over the matter to a salary commission which was to decide what teachers were unfit to enjoy the new salaries.

#### Pittsburg Citizens Thoroughly Interested.

The local newspapers have kept the public of the Smoky City advised of the progress of the case from day to day and have done more in one short year to educate the citizens to the necessity of considerate treatment of teachers than had been done in twenty-five years previous. It is claimed that the teachers' campaign was conducted with intelligence, dignity, and fairness but that they are being buncoed out of the rewards of their labor by a star-chamber commission whose members refuse to give any explanation of their action, but persist in treating the teachers of the city as the old-fashioned autocratic school-master used to treat boys who had the temerity to protest against the punishment meted out to them.

THE SCHOOL JOURNAL has no basis for judgment of the case other than the Pittsburg daily papers. They make repeated assertions that the teachers are in favor of a high standard of efficiency in the schools and that the highest authorities have declared that the methods used by the commission to determine the efficiency of teachers were not theoretically suitable for such determination or practically resultant in it. It is asserted by the Pittsburg *Despatch* that some teachers recognized as foremost in their profession have been turned down by the commission; while some of admittedly less satisfactory qualifications have been favored. The *Despatch* asserts that the president of the board of education admits that some of the best teachers in the system have been rated low by the commission and that even the commission itself freely admits that mistakes were made in deciding against some teachers who should have been passed.

The teachers have not been slow to make use of these admissions. They condemn the commission's policy of refusing to revise a system which the makers of it confess has failed to select perfectly the fit and the unfit; they claim that if the commission's system was imperfect in the cases of the teachers who appealed, the chances of further imperfections and mistakes of the system are many. What is especially unreasonable in the eyes of both the teachers and the public, according to the *Despatch*, is the refusal of the commission to indicate in what respect the disappointed applicants for increase of pay were deficient. They claim that every authority on school management who has ever written on the subject points out the absurdity of concealing from one whose errors are determined by investigation what those errors are. "How," they inquire, "is a teacher to improve her defects if the commission which has by elaborate investigation discovered them refuses to make them known?" One teacher characterizes the treatment of the

teachers as such that no parent of a primary pupil would tolerate it towards his child. The *Despatch* says "The teachers have asked for sensible methods and have themselves shown common sense, an element that should not be ignored by the authorities."

#### Star-Chamber Methods in Education.

Failing to obtain a bill of particulars from the commission, the teachers appealed to its creator, the board of education. There were members who advocated a frank and open investigation of the commission's work, asserting that as the whole proceeding had been avowedly begun for the purpose of determining how the school service could best be improved, the school board should abide by this purpose even to the extent of admitting that its commission had made mistakes. The board should seek to treat its teachers justly and not switch off to a policy of defending an attacked method simply because it was its own method. But in the discussion over the matter more and more weight was given to the idea that the board would stultify itself by failing to stand by the decision of its commission. This is the traditional stand of school boards. It was the stand of the Chicago school board in the great salary contest there. Take twenty men every one of whom will freely admit that he is fallible; organize them into a syndicate, or club, or board of trustees, or a school committee, and by some mysterious force springing from organization they find themselves unable as a board to exhibit that frankness which as individuals they do not hesitate to employ. Everybody knows of occasions in which Smith or Jones has declared "I was wrong in my judgment," but no one ever heard of a board resolving "whereas we were in error" or even "whereas there may be some doubt as to the expediency of our resolution of last week," etc.; etc.

Rather, the way in which actions of bodies of men are repudiated is by a long wait until opposition has quieted down, whereupon a contrary-wise resolution is introduced and pushed thru without trouble. The Pittsburg teachers have been counselled to let the thing blow over and then quietly to let the discredited members of the force come up for another examination and if they secure the increased pay, take it without any fuss.

"But," say the teachers, "we are more interested in securing a respectable method of determining our professional fitness than the board of education is. Teaching is our main business. Education is only a side issue with a member of the board. We devote our whole time to it. It is a very serious thing to have our good teachers rated as poor by a method which the commission and the president of the board of education characterize as faulty. No other profession would stand such indignity. Our professional pride is touched. Professional pride is an essential if teachers are to be anything more than menials. If we do not respect our calling no one will respect it. If it is not respected our work will become intolerable."

#### Our Commission, Right or Wrong.

But the board of education, says the *Despatch*, is now influenced by its president and a small coterie of members and will support the commission regardless of the right or wrong of the decisions already rendered.

This is where, a short yesterday ago, the tale would have ended. Indeed in former times, it would have been impossible to find teachers with spunk enough even to appeal at all from the decision of a commission appointed by a school board. But a professional spirit among teachers has been developing. The Pittsburg teachers read the papers; they know of the Chicago struggles, the New York campaign, and the Philadelphia movement. They have discovered that teachers are also citizens and that

the American people have provided machinery for the settlement of disputes and that it is perfectly right and proper for a party who feels himself aggrieved to appeal to the courts for an unprejudiced judgment upon the disputed points even when the party of opposing views is a board of education. The Pittsburg Teachers' Association did not appeal to the courts without a long and intense period of official meditation and self-scrutiny. The innate dread of entertaining the thought that a school board could commit a wrong was not without its deterrent influence. All thoughts of the enormity of seeking to compel the heads of a school system to change its action seemed dreadful indeed, until these bright women bethought themselves that they had heard of "friendly suits." "To be sure, this is a friendly suit. We and the board of education are certainly friends. They must be as anxious as we are to let an unprejudiced mind like that of a judge decide what the right thing is."

#### Taxpayers' Action Begun.

At this juncture an interested, public-spirited citizen, J. W. Houston, after vain attempts to secure from the president of the board of education and members of the commission some indications of the methods used by the commission in determining who were the efficient teachers, signified his readiness to test the legality of the method adopted by the board for classifying the teachers. Thereupon the teachers' organization decided to pay the expenses of such an inquiry.

Nine hundred teachers are back of the action. The bill has been filed. It takes up every phase of the salary commission and its work. It asks that the court will enjoin the board from paying out any salaries as affected by the action of the commission. It holds that the commission is unconstitutional and asks for such relief as the court shall find the justice of the case to require.

Whatever the outcome of this action may be; there are certain effects that may be turned to indisputable benefits to the interests of education in Pittsburg. A union of teachers upon an important professional question has been secured; a most gratifying amount of attention to the condition of the teacher has been attracted by the action of the newspapers in presenting the case to the people; instead of dissipating their feeling in undignified sputtering and wasteful discontent the teachers have taken a businesslike and dignified step to attempt a settlement in the regular way established by our fathers for the orderly settlement of disputed questions. Whether upheld or disappointed in their petition, the teaching body of Pittsburg will be more respected in the eyes of the world because they have sought a settlement in this way.

According to recent official reports, twenty per cent. of the entire population of the United States are enrolled in the common schools.

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## The Next Step in the Salary Campaign.\*

By Pres. David Felmley, Illinois State Normal University.

The discussion of this topic as a question of national scope is rendered somewhat difficult by the fact that teachers are selected and their salaries determined by local authorities, limited only by state regulations regarding revenue and teachers' qualifications. In some communities in every state, an intelligent and insistent public opinion demands that salaries be high enough to secure and retain teachers of personal worth and adequate training. In some states where the educational forces have been so fortunate as to secure wise and capable leadership, ample revenue, a high standard of qualifications, and a living salary have been secured by legislation. The splendid advance in the neighboring state of Indiana made during the last four years under the leadership of your president is a case in point.

Hence, any detailed discussion of this topic must deal with the conditions in particular states; the conclusions reached may be of interest so far as like conditions are found elsewhere. I offer this apology for my frequent reference to conditions in Illinois. A further justification may be found in the fact that the Illinois school system is almost completely decentralized, permissive rather than mandatory in its legislative provisions; hence, in spite of the effective work done in Chicago and a few other communities, it stands well to the rear in organized effort to better the salary situation throughout the entire state.

The statement of the question by your president assumes that at least one substantial step has already been taken. He, doubtless, has in mind the exhaustive investigation of teachers' salaries made during the past two years by a committee of the N. E. A. under the chairmanship of Carroll D. Wright. The report of this committee, along with the authoritative data collected under state auspices makes clear that while in many of our larger cities teachers are fairly well paid, yet in the majority of our smaller cities and villages, and almost everywhere in rural districts the scale of wages is entirely too low to maintain the schools even at their present level of efficiency.

It is not necessary to marshal statistics to demonstrate this proposition. It is proved by the prevailing scarcity of teachers. I assume that this scarcity is a matter of common knowledge. It is certainly known to superintendents charged with the selection of teachers. In more than one county in every state in the Middle West school-houses are standing empty because a suitable teacher cannot be found. County superintendents and boards of examiners have been obliged to lower their standard of requirements for admission to the profession, to reject fewer applicants for certificates. One county superintendent reports that last year he rejected only two, while two years before he turned away forty-three. Under such conditions the children must suffer. The schools must be supplied with teachers. All who can pass muster with the county superintendent are reasonably sure of employment, while he in turn must level his requirements to the ability of the available candidates.

An examination of the roll in any particular county will show that many of the best teachers are leaving the work; the men to farm, to study law or medicine, to become insurance agents and traveling salesmen, or to enter the government service; the women to marry, to become trained nurses, stenographers, responsible bookkeepers, and saleswomen. There has always been this outflow from the profession; but just now it is greater than before; fewer young people are ready to fill the vacant places; and I think we must all agree that in view of the needs and responsibilities of modern education, too few are looking seriously to a career in this profession and making adequate preparation for it.

Why are teachers scarce? The economic law is that labor drifts from one occupation to another according to the relative inducements offered in each. At all times teachers have been drawn to their vocation by a variety of considerations. The social position and public respect accorded to worthy teachers is no mean inducement. People who love knowledge for its own sake, not merely for the uses to which it may be put, usually find delight in sharing their treasures with others. Many, too, are attracted to the school-room by a genuine love of children. To most of us, I take it, teaching is more than an occupation; it is a veritable calling; there has been something of a spiritual summons; an ideal of bettering the world thru the ministrations of the school. Along with these inducements has been the salary, which we have valued nearly as much as a mark of the public respect accorded us, as for the material comforts that it commands.

Now, as compared with other occupations, it seems to me that the moral or spiritual inducements to become a teacher are as potent as ever. But the question of salary is becoming in every sphere of activity a larger consideration than it has been in the past. The cause is fundamentally in the industrial changes that have removed the domestic industries from home and farm to factory and shop. Our pioneer forefathers produced with their own hands nearly everything in and about their homes. They saw little of the wares of the merchant. Their luxuries and personal adornments were largely the product of their own taste and skill. Now the world buys and sells relatively five times as much as a century ago. We serve others and are served by them in turn. The measure of comforts that we shall enjoy depends very largely upon our command of the market. The standard of living is determined by these changed conditions. In spite of all that the moralists may say in praise of the simple life, teachers know that to retain a due measure of respect in the eyes of the public, if not in their own, they must in dress, in style of living, pay some regard to prevailing standards. The teacher, therefore, is not to be upbraided because he sometimes turns from his work to consider the question of pay. It is true that whether his salary be great or small he owes all that he can give to the children under his care; but when the day for signing a contract has arrived it is his privilege to make the best possible bargain.

Teachers' salaries, as a whole, have undoubtedly made a great gain in the last thirty years. Thus, in Illinois the average for men has risen from \$48.19 to \$67.33 per month. Women's average monthly wages have risen from \$33.46 to \$57.95. This is for the entire state. The increase, however, has been mainly in Cook county, employing one-fourth of the teachers, and in a few large cities outside. In 62 counties out of the 102 the average salary of women teachers is less than \$40 per month; in four it is less than \$30. In ten, men are paid an average salary of less than \$40 per month. The 10,000 teachers in our rural schools average less than \$300 per year. From the report of your committee it is evident that similar conditions exist in every northern state east of the Missouri river with the exception of Massachusetts, Rhode Island, New Jersey, and Indiana. In thirty-six Illinois counties the average monthly wages of men teachers are lower than thirty years ago. In eighteen, women are paid less.

In the meantime, the population of the country has doubled; its wealth has trebled. Land and all products of the land have risen in value. Wages for every other species of service demanding skill and

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fidelity have risen. Even where teachers are most liberally paid, all skilled mechanics, bricklayers, machinists and molders, enjoy a larger annual income, while the common laborers on the streets and sewers are better paid than the lowest teacher in these same cities.

In 1902, the last year for which we have complete statistics, the average annual earnings of all the workers, men, women, and children, in fifty-five leading manufacturing industries in Illinois was \$502.92. The average annual earnings of men teachers the same year was only \$490.69.

It is not necessary to multiply evidence upon this point. It is a matter of common knowledge that the country schoolmaster is fortunate whose net earnings are better than those of a good farm hand. Many good teachers earn less than stenographers, seamstresses, and cooks. Our wages have remained practically stationary, while the cost of living has advanced nearly twenty per cent. Moreover, the demands upon teachers have multiplied. Institutes, books, periodicals, and summer schools have brought home to them the need of professional preparation. When this need is realized, the conscientious teacher feels that he must obtain the preparation or quit the ranks. I believe that to-day the demand for this preparation is stronger among teachers than among employers. I have personally known several promising teachers who have left the work because they keenly felt this need but could not realize from present salaries enough to make the necessary expenditure.

The inadequate compensation is not because our people as a whole do not believe in education nor spend money generously for its support. During the past twenty-five years the cost of public education in Illinois has increased 175 per cent., while population has increased only 70 per cent.; but the enlarged expenditures have been for fine buildings, for equipment, apparatus, libraries, and especially for developing the somewhat expensive high schools in our cities and towns. Salaries in the elementary schools have seen the least advance.

A fine school building especially appeals to the American spirit. It is the pride of the town to be exhibited to the prospective investor. It is regarded as a wise expenditure for advertising purposes. But teachers' wages are largely determined by custom. No organization or trades union methods have been operative to force them up. Competition has been unrestricted. With unrestricted competition, wages are bound to sink to the lowest level at which laborers will consent to live. Its level is reached in that large class of young women, fresh graduates of the public school, who while living with their parents are willing to accept any small salary sufficient for their personal expenses. Wherever school boards are willing to employ teachers with this standard of preparation all discussion of the salary question is useless.

What wages should teachers receive? What wages should be paid for any service? The answer is that society should provide for all its servants charged with any vital function the conditions and means essential to effective service. Teachers should be free to teach. The citizen teacher of the early days could teach in winter and farm in summer. Few teachers are content with the standard of excellence then possible. Excellence in the calling now involves professional training, books, magazines, summer schools and institutes, travel, lectures, and concerts. A vacation outing is no extravagance if it buys vigor and inspiration for the school-room. The teachers' salary should be sufficient to reimburse him for his outlay for professional training, to maintain his professional growth, to enable him to live in the part of the town and dress in the style which the community demands, to bring up and educate his family and lay by something for old age.

In the Indiana report on taxation and teachers' salaries the following recommendations are made:

For the rural schools \$400 to \$600 per year.

For grade teachers in towns and villages \$480 to \$650.

For grade teachers in cities of 25,000 inhabitants \$600 to \$800.

For grade teachers in cities like Indianapolis \$750 to \$1,000.

For principals of elementary schools in smaller cities \$900 to \$1,000.

For such principals in larger cities \$1,200 to \$1,800.

For high school teachers the same salaries as for ward principals.

For high school principals salaries should be about 50 per cent. greater.

County superintendents should be put on a par with other county officers. City superintendents should be paid as well as the postmasters. In Chicago and a few of its suburbs the superintendent of schools is better paid than that official. In the 220 Illinois cities paying their school superintendent \$1,000 or more, the postmaster's salary averages one-third larger. His responsibilities are surely no greater. The required standard of character, ability, knowledge and culture is no higher.

Three remedies are proposed for the existing salary question. The first is a sort of *laissez faire* policy that would rely upon the methods that have hitherto bettered conditions in our hitherto progressive communities. It would say to teachers, in the words of Newton Bateman, "The higher law by which teachers' salaries are graduated, by the quality of service rendered and the law of supply and demand, will not be set aside for their benefit; that law is unchangeable and inexorable, it is a cold, relentless, emotionless principle of political economy which has controlled the whole question of wages with a pitiless and despotic sway for centuries past. Hence the thing to do is to quit weeping and wailing over low wages and the non-recognition of the teachers' profession, which have so long been the twin themes of unmanly lamentation, and go to work. There is plenty of room higher up. If you are willing to spend the time, thought, energy, perseverance, and money vital to the best preparation and service, the world will recognize you, appreciate you, reward you."

The trouble with this policy is that it presumes a larger measure of interest in education and knowledge of good teaching than school boards yet possess, or are likely to possess for a long time to come. Teaching is harder to judge than any other form of expert service. In most service requiring special knowledge or skill, if we cannot judge of the work while in progress, we can judge of the results. If the blacksmith is unskilful, the horse goes lame. If the builder is a botcher, his roof leaks, his doors sag, his paint scales, or his plaster falls. The poor lawyer loses his case; the physician his patient; but for poor teaching there is no prompt or ready test. In fact; many otherwise intelligent people have very hazy notions of what the school ought to bring to pass. Our people believe in "education" without knowing exactly what the word means.

Suffice it to say that from a good school the youth should come forth with a body sound, healthy, graceful, with a mind furnished with a goodly stock of knowledge of the sciences that underly our civilization, and of the best literature in which its ideals and spirit are expressed. It will have trained his powers of perception and reasoning; it will have established that scientific spirit that does not believe and take for granted, but weighs and considers; it will have secured reasonable proficiency in reading, writing, drawing, computing, singing, speaking, and the art of good behavior.

The daily administration of the school will have established habits of punctuality, order, industry;



courtesy and self-control, of fidelity to obligations, and a due sense of responsibility. It will have implanted high ideals of life, the love of excellence, a passion for justice, a chivalrous sense of honor; in brief, the school should turn out—to adopt the words of Milton—honest, honorable, high-minded men and women able to discharge justly, skilfully, and magnanimously all the duties of public and private life.

Now the best teaching will not always bring this to pass. It may be nullified by the influence of home and street, of press and stage. The point is that few employers know what to expect from the schools, fewer still can separate the mingled currents in adult knowledge and character and trace each to its source. In any case to judge of to-day's schools by results we must wait a generation. Evidently, then, those charged with the employment and supervision of teachers must be able to know good teaching when they see it.

Now the average layman asks only two questions, Do the children like the teacher? Does he keep order? Both are good tests as far as they go, yet this audience knows that the affection of children is easily won; quite as easily by him who entertains as by him who instructs. The value of order in the school-room depends very much upon whether it is secured by threats and bribes, by appeals to fear or selfishness, or whether it is secured thru the pre-occupation of the children in interesting and profitable work. What we call the atmosphere of the school-room is not a decisive test. Often school exercises that seem skilful or even beautiful are, when judged by standards of ultimate educational value, useless or worse.

I cannot argue this point further. I submit the proposition to your serious judgment, that in no other form of service is the difference between true excellence and mediocrity harder to detect. This fact puts trained and worthy teachers at a serious disadvantage in competition with relatives of the board, with "deserving girls" from the "home school," and the general pressure for "economy." So long as teachers are everywhere employed by local boards, and are licensed by a county superintendent elected by popular vote, the silent plea of effective service will not alone bring the salary deserved.

The second remedy is the policy that has been so effective in raising wages in the skilled trades and in enhancing the prices of hundreds of staple commodities of commerce—organization.

In the county where I live a lawyer in good standing must have his \$25 to handle the most trivial case before the circuit court, the physician two dollars per visit, the plumber sixty cents an hour. These prices are fixed by "an understanding among gentlemen," by a resolution of the county medical society, or by the union scale. The person employed fixes the price of his services; if I need the service I must pay the price or go without the service. But teachers' salaries are usually fixed by employers. Yet under our school laws, especially where the bulk of teachers' licenses are issued by the county superintendent, teachers may, with the help of that official, obtain almost any reasonable increase in salary. This has been effectively demonstrated by the teachers of one Illinois county. In February, 1904, the Saline County Teachers' Association appointed a committee on the state of teachers' salaries. The committee examined the assessment records in the office of the county clerk, considered the number of pupils enrolled in the various schools, and prepared a schedule of minimum salaries carrying from \$25 to \$100 per month for the various positions in the county. This schedule was mailed to every teacher in the county with a request that he stand by the committee's schedule. Many of the directors complained bitterly of the proposed increase, when they

found that every applicant for a particular school demanded the same salary; but the best sentiment of the county supported the teachers. Only fifteen of the 125 teachers accepted positions at less than the scheduled rate, while some boards paid \$10 or \$15 above the scheduled minimum. Several superior teachers were attracted from neighboring counties. There has been a revival of educational sentiment in the community, and of professional spirit among the teachers. The average monthly salary of men is now \$45, of women \$40. The average three years ago was for men \$34.77, for women \$28.87.

Teachers know that when they go into the market with their earnings to buy the service of others or the goods of manufacturers they find in nearly every case the price of such services or goods enhanced by combinations formed to resist or control competition; they know that in all other callings demanding special knowledge or skill, organization may go on unrestrained, while their own salaries are subject to the free play of competition. The temptation to use the weapon to secure just compensation is very great, yet most of us do not take kindly to this idea of organization to enforce our demands. Our coal industry now presents the spectacle of two armed camps, one of stockholders and investors, the other of wage earners, whose officers occasionally meet under a flag of truce to settle the terms upon which the armistice may continue for another year. Under modern industrial conditions has almost entirely disappeared the human sympathy that under an earlier system bound together master and man in a common interest. Who would teach, if the same spirit of antagonism is to reign in the relations of teachers and the community which they serve? So; I take it, we shall resort to no trades union methods. We shall continue to present our claims with dignity and moderation, confident that the sense of justice and the generous disposition of the American people will give them due recognition.

The third remedy is legislative action prescribing the minimum salary that may be paid. Four states have recently enacted such laws. Pennsylvania makes the minimum salary \$35 for at least seven months; Maryland makes it \$300 for the year. West Virginia provides minimum monthly salaries of \$40, \$35, and \$28, respectively, for the three grades of teachers' licenses. South Dakota makes the minimum \$45 for the better teachers. The Indiana law enacted in 1903, provides that in the case of beginning teachers the daily wages shall not be less than 2½ cents multiplied by the scholarship grade on his license. After the first term of teaching the multiplier is 2½ cents; after three years 2½ cents. The multiplier is increased for attendance upon the annual institute and for professional ability or school-room success.

The examinations for teachers' licenses are uniform thruout the state. 85 per cent. is the minimum grade upon which a license can be issued. Under the provision of this law the poorest teacher in Indiana cannot be paid so little as \$40 per month. In three years the law has effected an average rise in teachers' wages of 36 per cent. The increase has been all along the line, but greatest in the salaries of women teachers in rural schools, who now receive in Indiana an average monthly salary of \$49.77, while in sixty-two counties in Illinois the average salary of all women teachers is less than \$40 per month of twenty-one days' teaching.

There can be, I think, no valid objection to such legislation. Teachers are public employees. The salaries and fees of many public officers in minor political divisions are prescribed by statute. In most of the states the legislature has made only general provisions for schools, leaving to the discretion of the various districts the amount of money to

be raised, the salaries paid, the length of the term, the branches to be taught, and the selection of the teacher. In experience it has been found that the intelligence and public spirit of some communities is not sufficient adequately to execute the educational purpose of the state. The legislature has been obliged to play the schoolmaster by requiring a certain length of school year, and prescribing the qualifications of teachers. A minimum salary law is only another step in the same direction. It recognizes that the education of the children of the state is the concern of the entire state, and not merely of families or neighborhoods. It brings the intelligence and the authority of the commonwealth to the support and assistance of localities where educational sentiment is weak.

The fear is sometimes expressed that the passage of such a law tends to create the sentiment that the prescribed minimum salary is sufficient. I have yet to learn of any such law's working that way.

Prior to 1884 the salaries of county superintendents of schools in Illinois were fixed by county boards. Thirty-eight of them in that year received \$400 or less; only 16 received as much as \$1,000. The next year the legislature established minimum salaries of \$600, \$800, and \$1,000, according to the number of schools in the county, and a maximum of \$1,252. After twenty years these results appear:

The maximum salary is paid in 84 counties, although required by law in but 60 counties.

The limitation, while possible in 42 counties, is applied in only 18.

In no county is the salary held down to the limit permitted to the county board.

At a convention of school officers I heard one say: "I believe we are all agreed that salaries in this county ought to run ten dollars a month higher than they do; and I believe we are also agreed that the teachers are not worth more than they are getting." For such a condition, a law providing a decent minimum is a remedy. Surely better teachers will not appear until salaries are improved. Higher salaries

attract and retain superior teachers, and make it possible to raise the standard of qualifications. If paid for a year or two to the present poorly qualified force, they are enabled to qualify themselves by further schooling for meeting the advancing requirements.

In many states a minimum salary law will not be effective unless supplemented by suitable means for securing a high standard of qualifications. This will not always result automatically from better pay. Some rural districts and most villages are scarcely able to raise revenue enough to pay liberal salaries under the revenue laws of many states. The number of such rural districts is not great. A minimum salary law might impel small and weak districts to consolidate. In the states where schools are supported mainly by local taxation, there should be provided a state school tax supplying one-third of the total school revenue to be distributed in such a manner as shall especially encourage backward districts. In our great cities the wealth on the avenues helps to educate the children in the slums. No argument is needed here for the wisdom of such policy. In the same way, the wealth of all the state should stand pledged for the schooling of all the children in the state, no matter where the children may happen to reside. The bulk of the funds should still be raised by local taxation to stimulate in the people local pride in *their* school, and at the same time promote a due economy in expenditure.

I believe, Mr. President, that the next step in the salary campaign should be to secure the enactment of minimum salary laws in the various states, supplemented by such other legislation as may be needed to make them effective. There seems to be no better way to overcome the inertia of our village and rural communities. As a great body of public servants, charged with a function most vital to the prosperity and perpetuity of the commonwealth, we may with dignity and self-respect ask from our legislatures such compensation as will enable us to do the work whereunto we are called.

## Suggestions for the Improvement of the Study Period.\*

By Frank McMurry, Teachers College, Columbia University.

Last spring I took charge of a fifth year class of twenty children in history and geography, with the object of investigating and, if possible, improving their method of study. After spending perhaps sixty minutes with them on various topics, I one day assigned a paragraph of map questions which they were to dispose of in class without help. I wanted to do something more than call upon some one now and then to "go on," or to "do what ought to be done next."

A girl read the first question: "Here is a relief map of the continent on which we live. What great highland do you find in the West? In the east?" Then she stood staring at the book. She might have inquired the meaning of "relief" if it was a new word; or have turned to the relief map opposite,—which was small; or to the better map two pages further over; or to the wall map hanging rolled up in front of the class. But, although she was not embarrassed, she did nothing. She was waiting to be told just what to do, and she waited until aid arrived from the teacher.

In response to the next question, "In what direction does each (highland) extend?" the two great highlands, the Rockies and the Appalachians, were described as parallel, and the pupil was passing to the next question without objections from any source. Again I had to interfere.

"Which is the broader and higher?" was the third question. A boy stepped to the wall map and pointed out the Rockies. But as no one asked why they were supposed to be the broader and higher, I suggested that question myself. Some one gave the correct reason for considering them the broader. But by that time the entire class had forgotten that there was a second part to the question, and were passing on. I then reminded them of the missing part.

The fourth question called for the location of the lowest land between these two highlands. Four or five stepped to the board in succession, showing wide disagreement. Yet no one asked any one "Why?" or proposed any way of settling the dispute, or even evinced any responsibility for finding one. They would have taken the next question, had I not objected.

"Trace the Mississippi river," was the fifth question. Only about one-half of it was pointed out, i. e., from Cairo southward. But no one entered complaint, and the next question was read before I requested more accurate work.

The girl who read the next question, i. e., "Name some of its largest tributaries," stood silent. The word *tributaries* was probably new; but she apparently lacked the force to request help. As nearly as I could judge, she was waiting for me to ask her if she did not need to ask some one for the definition. So I complied, and the definition was given.

Then all failed to answer the original question for

\*Paper read before the Department of Superintendence, N. E. A.



a time, apparently because they could not break it into its two parts, first tracing the principal tributaries on the way, then finding the names attached to them.

These responses are representative of my experience with these ten to twelve-year old children, during a period of five weeks, altho, of course, they improved as time passed. In spite of the fact that they were not frightened, and plainly understood that they were to go anywhere in the room and do or say anything that was necessary, frequently some one stood from ten to fifteen feet from the wall map, straining his eyes to read it, until invited to step forward. And even after answering the single question that was assigned to each during a portion of the time, they often remained standing at their seats, or holding a pointer before the map, until directed to sit. They seemed to be wanting in energy to move about freely, to determine whether answers were correct and complete, and even to lay aside the pointer and sit down without assistance.

Yet they were normal children, were up to grade, and had even enjoyed rare school advantages. Nine out of the twenty had attended this school—the practice department of Teachers college—from the beginning, and every one of the five teachers that they had studied under, had been a graduate of a state normal school, or of a college, or both, and had been especially trained for teaching. How, then, can their dismal failure to master such a simple lesson as map questions, be explained?

The explanation, I think, is found in the peculiar difficulties of studying alone, for I was almost requiring them to get their lesson without the aid of a teacher. Let us consider those difficulties.

When a pupil studies a lesson with a teacher, it is a question of how much the two persons can accomplish together, the one being immature and only under favorable circumstances fully willing to receive and be guided, while the other is much better informed in general, more or less versed in the principles of presentation, and more or less skilled in their application.

In the mastery of text under such circumstances, the teacher asks questions, pushes the pupil against difficulties, points out crucial thoughts, calls a halt here and there for review and drill, furnishes motive by praising or reprimanding, or pummeling, as the case requires, and not seldom grows red in the face from exertion.

Likewise, in the case of developing instruction, the teacher chooses the general topic, breaks it into parts, and then concentrates her ability on her questions, endeavoring to have them short, simple, and attractive enough to make sure bait. She exerts herself to the utmost to conceive questions of the size and quality to fit the pupil, and if she is very skilful, her predigested morsels of knowledge may be swallowed and digested without pain or conscious effort.

In both cases the teacher is the acknowledged leader. It is she who takes the initiative in determining how the lesson shall be attacked; who exercises resourcefulness in meeting unexpected obstacles; who assumes responsibility for deciding what the crucial questions are, and when the answers are right and complete, and who supplies the energy (motive power) that makes things go.

If she is accounted a good teacher, she is fully as active as her pupils and probably grows tired first; she is the one who does the work.

Now, eliminate the teacher, and let the pupil attempt to get his lesson alone. It is no longer a question of how much two persons can accomplish together, but how much the weaker of the two can and will do alone.

The end point is the same, however, as before, i. e., the assimilation of the topic by the pupil. The

means, then, must be substantially the same, i. e., a careful division of the subject into parts, and the putting and answering of questions touching the meaning, relative values, organization, and bearing on life. Therefore, what the two accomplished before—with the more capable one working the harder and doing the greater part—must now be performed by the weaker one alone. He must now duplicate the teacher's task by teaching himself.

How different the two situations! On the one hand, a student with a teacher who acts as motive power and directing intelligence; on the other hand, a student without a teacher and therefore forced to rely upon himself.

Here is the explanation of the failure of the class mentioned, in spite of the fact that they were fairly endowed and responsive children, and that this was their fifth year of superior instruction. For nearly five years they had been establishing the habit of waiting to be told when to step to the board, when to lay aside the pointer, what questions to consider, when an answer was wrong, when something had been overlooked or forgotten, and when they were thru with a task.

They were strong as followers, as would quickly have been found if I had been willing to play the customary part of leader. But they were untrained for such leadership of themselves as is necessary in study, because—as might have been expected—they had not learned to take the initiative, carry responsibility, exercise resourcefulness, and find motive for effort, by having had some one else perform these duties for them. Indeed, constant help from a teacher—such as is customary—undermines self-reliance and unfits for independent study, altho it may and often does, result in a good quantity of knowledge.

This class, I think, is typical of others. The first change, therefore, for the improvement of study periods must be effected within the recitation itself. That period must accustom children to taking the initiative in the mastery of thought. Outside of school—as in games and conversation—they do this constantly, and always have; it is in the school, the special institution for education, where it is wanting. When instructing a fourth year class in literature one day, I suddenly inquired: "Do you ever stop to talk over what you have read?" "No," replied several. "Yes," said a few, "sometimes we do." "All right," said I to the latter. "Let us stop here and talk a few minutes. Eddie, what have you to say?" "O, we don't talk; the teacher does the talking," remarked Eddie, with a most nonchalant air. How typical of the school! And how lamentable!

To secure this initiative from children, radical reform in the conduct of recitations will be necessary in two respects:

First—There must be a willingness, and also an ability on the part of teachers to keep still more of the time. The teacher is too prominent in the class. And, strange to say, in development work—which seems to be regarded as our highest type of instruction—she is most prominent. One great object of a good teacher should be to show children how to get along without her; and the longer she keeps a class, the less talking and other work she should need to do, because under her guidance they have learned to do it themselves. How, otherwise, can they be preparing to study alone?

Second—Initiative on the part of pupils in the mastery of lessons must take the place of knowledge of subject matter as the primary object of many recitations. It is well enough to recite to a teacher a portion of the time, in order to prove one's possession of facts. But reciting does not usually reveal one's way of getting the facts; it merely tests results. And it is partly because so much time has been

occupied in reciting that so little attention has been given to the children's method of study. Many recitations—possibly most of them in the elementary schools—should be spent by the children in mastering lessons in the teacher's presence, with the aid of her suggestions, not primarily for increase in knowledge, but *for increase in intelligence and independence in study*. This change of aim might make it advisable to call the periods in general study periods, rather than recitation periods,—there is so much that is reprehensible in the latter name. Children would probably know as much in the end—but they would also have better methods of working.

Now, what are the facts about methods of study that should be taught, whose mastery might demand so much time? Teachers may be willing to practise silence in class, and to allow initiative on the part of pupils to be their primary aim; but until children are very clear in regard to the direction in which initiative is to be exercised by them, they are likely themselves to be provokingly silent. This problem as to the principal factors in proper study is one of the greatest that confronts the teacher.

Both children and college students generally recognize two main factors in study, i. e., *memorizing* and *thinking*. Which of these should come first, is the first important question to be met. Custom allows memory work to precede. "Fix the facts or thoughts in memory, then reflection upon them can follow at leisure," is the common thought. But there are always more duties in life than time allows us to perform, so that leisure is wanting, and reflection is habitually postponed until it is omitted. In consequence, to the great majority of persons, studying signifies mainly the stultifying work of memorizing. Suppose, now, this order were inverted, and young people were taught to undertake whatever thinking was expected of them the first thing. They would then, at least, make sure of the more interesting parts. But, more than that, thinking thoughts thru, in the various ways required in good study, is the very best method of memorizing them, and psychologists recommend this method even in the case of verbatim memoriter work. Conscious effort to memorize would then become largely or wholly unnecessary, because the memorizing would become a by-product of thinking, instead of a substitute for it. Here is the first great fact to be taught to young people about how to study. And if it were applied, there would be need to be less of dull drill in the school; one reason for so much of it now is that there is so little thinking.

But, what kinds of thinking are to be expected, is the next great question. The chief factors in reflection must be carefully taught. Let us briefly suggest a few.

First—In the reproduction of stories by six-year-old children, teachers affect to make the response easy by mentioning definite points to tell about. Children in the second and third years of school easily detect the substance of scoldings received, paragraphs of conversation in their readers, and they determine the substance of paragraphs for short composition. In development work thruout the primary they are reasonably successful in comprehending the question under consideration and in holding to the point as the discussion advances. Here are the beginnings of the ability to group facts into points, or to think by points. This is one of the first requisites for the organization of knowledge, but the extent to which it is lacking in adults is suggested by the tendency of teachers to offer scattered or isolated facts in the studies, and to wander from the point in their conferences. This ability, then, needs to be highly valued and developed. Lessons should often be assigned, or at least recited, by points rather than by pages. Marginal headings should be prepared by children, and

they should learn to put their fingers on the spots in the text where the treatment of a certain point begins and ends, thus determining the places where the thought turns, and where stops might be suitable for reflection. Also, they should verify and improve the paragraph of text, should assume responsibility for detecting beginning wanderings of thought in discussion or in text; should receive practice in taking notes by points when the teacher reads or talks to them, and should learn to so group their ideas that they could easily number the points that they themselves make in reciting or writing.

Second—Children somewhat easily detect the main points in a story; they often recognize trivial facts as such in development work; they are keen critics of the value of words in comparison with deeds in the conduct of their teachers and parents; and they are often distinguished for their good sense in their judgment of relative values, just as adults are. Here are the beginnings of a second mental ability of vital worth; and it is all the more important that it be developed, since the facts in the three R's and spelling are so nearly on a dead level, and the prevailing conception of thoroughness so magnifies trifles, that the specialism of relative worth is in peculiar danger of atrophy in the primary school.

Whole recitation periods might well be spent primarily in the cultivation of this ability. To that end children might be encouraged to mark their texts, indicating the relative value of different passages by their system of markings. Reciting usually with their books open, in history or geography or in literature, they should often be asked to begin with the largest thought in the entire lesson; no matter where it might be found; and if disagreements are noted, the period might be spent in the attempts of various pupils to defend their estimates. They should practise putting large questions, as well as answering them, and should develop skill in selecting the details necessary to the support of a large thought, thereby learning to slight insignificant facts. If they are not allowed to mark up their books, how are they to review them? And if they do not learn to neglect much of what is in the text; how are they to learn that wise selection of facts that will allow them to make profitable use of reference books, newspapers, and magazines?

Third—Children have such vivid imaginations that they are capable of becoming frightened by their own pictures. When they have become interested in a story it is difficult, even in the kindergarten, to check their flow of suggested ideas; conversations among them are as natural as among adults; developing instruction is based on the assumption that their experiences are rich enough to allow contributions of thought continually; and fables; calling for interpretation, are especially written for them. Here, then, are the beginnings of a third ability of great importance, i. e., the power to supplement an author's thought. The best of authors fail to put most of their ideas into print. Or, as Ruskin declares, all literature—like the story of the Prodigal Son—appears practically in the form of parables requiring much supplementing to be properly pictured and interpreted. The words of a minister's text in comparison with those in his sermon are perhaps as one to one hundred. The statements in any text should bear a similar ratio to the thoughts that they suggest in the reader's mind. Accordingly, much time should be occupied by children in school in visualizing in greater detail the scenes in geography, history, and other studies; the bearings of the facts upon human life should often be traced out with care; and comparisons of many kinds should be instituted. To this end fact questions, testing mainly memory, are out of place; questions involving reflection should be common; if we desire young people to become reflective. A



very common remark from the teacher in the treatment of the text might well be—"Do we need to stop here to talk over any matter?" The children should even learn to call a halt themselves at fitting places, and to offer the supplemental thought without even a suggestion from the teacher. Thus they might be taught how to read books.

Is it one's duty in reading an author, to try to agree with him; or maybe, disagree and then set oneself up as a judge? Even six-year-olds are allowed to praise fairy tales that they like; have they the right of condemnation also? I find many college students uncertain about this whole question.

Should a scholar aim at firmly fixed opinions? Or is it his duty to remain somewhat uncertain, and, therefore, flexible in his views? How is a student to know when he properly knows a thing? Or is he expected to feel very uncertain until the examination returns are in?

In mastering a lesson or reading a book, should one study primarily for the sake of understanding what is presented? Or primarily to meet the teacher's probable requirements? Or primarily for personal profit? These are all questions of vital importance in study for all ages of students. And until they have been properly answered, and young people have been properly instructed in regard to them, home study will continue to be a bug-bear, and complaints of teachers about pupils, not knowing how to study will continue to be common. We have been on the right track in the past when we have emphasized the need of careful directions in the assignment of lessons, so that children would know how to go to work. But we were ignorant of the magnitude of the problem. How to study is very different from how to teach, and a broader question; I think, and we might as well expect to train persons to teach merely by giving them occasional suggestions about teaching, as to train them to study by giving occasional suggestions about methods of study. Therefore, my main suggestion for improvement in study periods is that we begin to take the problem seriously and go to work upon it. It involves more knowledge about how adults should study than is now easily attainable; the question of the extent to which children can be expected to study; a conception of the class period as a meeting time for the exchange and correction of ideas rather than for reciting to a teacher; and the cultivation of initiative on the part of children to an extent that is now far from common.

## The Laboratory Method of Teaching

By Pres. CHAS. W. ELIOT, of Harvard University.

(Continued from THE SCHOOL JOURNAL of March 3.)

I was very much struck the other day, in listening to the chief surgeon in Admiral Togo's fleet, describing to the admiral of the British fleet, Admiral Seymour, what he did in the way of enabling the sailors of that fleet first to fight and then to bear with greater safety their wounds. The precaution about the fighting was this: In every place where guns were used, turret or gundeck, or wherever else guns were fired, he placed in great abundance cups of an effective eye wash. I saw Admiral Seymour smile the incredulous British smile; but the surgeon said, the eyes of the men are very much affected by the smoke and gases in those confined places, and it is of no use for a man to fire a gun nowadays unless he can see to aim. Now there was the naturalist helping the mechanic to use an instrument of precision, and to use it with effect. These sailors were taught to swab their eyes whenever they felt hurt by the dense smoke. But then; the soldier and the sailor and the mechanic must not only be helped by the naturalist

to avoid conditions which injure his efficiency, he must be himself efficient. Thus, sailors must be able to sight a gun, to adjust it quickly and correctly to the distance of the object aimed at; to use, in fact, the terrible instruments of precision which the mechanicians of the day put at the disposal of the soldier and sailor. As in war, so in all industries, new demands are made on man's body and mind.

There is still another difficulty in modern life against which the training you supply contends. Hundreds of thousands of men and women work under such circumstances that their intellectual and their manual labor becomes almost automatic or tends to become automatic. That, of course, is an injurious effect of many industries on the senses and the thinking powers of operatives. When a man works in an automatic way from nine to ten hours a day, he needs very much some counteracting influence, some mode of using his mind, which is independent of the machine he has to keep up with, some independent use of his senses and his inferring power. It is the exercise of just such powers as you train in children which will afford infinite relief to the workers who in after life spend a large portion of each day in a process almost automatic. The habit of independent observation and reflection, like the habit of reading, affords protection, out of hours, against the consequences of too much repetition during the hours devoted to earning the livelihood.

There is another form of relief from the effects of repetition which I once saw illustrated in a shoe-factory in Roxbury—a new one very intelligently laid out and conducted. The proprietor had provided a good gymnasium; but it was furnished with the usual apparatus of parallel bars, hanging ropes, and rings, ladders, dumb-bells, and wands for systematic class exercises. Rather too late—that is, after the gymnasium was equipped—he employed a superintendent for the gymnasium; and the first thing the superintendent did was to clear the floor as much as possible of this apparatus. He left the chest weights round the walls; but he got as much as possible of the apparatus out of the way, off the floor. I asked him why he had done this. He said, "When men and women have worked on piece work,"—that is the most automatic sort of work if the piece is small and uniform—"nine hours a day, the exercise they want is free play—games, not class work on gymnasium apparatus." It seemed to me to be a very just observation, and one that went a good way beyond the particular circumstances under which that policy of his was put in force. I found in it a new argument for freedom—freedom during a good part of the day for individual action without team play.

Team play is inevitably mechanical, and the more automatic it is the better towards victory—if that be the object. Every bit of the training you give prepares your pupil in after life for the individual play of his faculties, out of door and indoors, in freedom as an individual; and it is a very high service that you render, and one that will tell all thru your pupils' lives, if you can put into them the individual power to observe, judge, infer, record. Yours is not class work. It is individual work, and must always remain so if it is to be successful.

I hope you will contend in every possible way in your respective schools for individual instruction; and for the reduction of the number of pupils to one teacher. It is a barbarous condition, when in Boston for example, fifty-six pupils are put in charge of one young woman just out of the normal school. It is absolutely an impossible task for the teacher.

This whole subject of laboratory teaching is one that has interested me ever since I was sixteen years old. I profited then by the only chance there was in Harvard college to work in a laboratory and I have never forgotten my obligations to the method.

## The Cleveland Elementary Schools.

As Portrayed by an Investigating Commission Appointed by the Board of Education.

The committee on common schools began its work with full recognition of the facts that public schools are maintained and should be administered for the public good, that the public good demands good citizens, and that good citizenship must be the chief product of the common schools. It also recognized the fact that the civilization into which the children of our common schools have been born has made intelligent reading, legible writing, easy accuracy in the fundamental arithmetical processes, and the ability to express their thoughts, in writing or in speech, in an intelligent manner and with a reasonable degree of conventional propriety, absolutely essential to the good citizenship which it is the chief function of these schools to provide. It had no toleration for the notion that these things are all that the schools should do for their pupils, but it did begin its labors with a clear understanding that these essentials must be well taken care of whether other things, desirable but less essential, are secured or not. The study of the last few months has strengthened this conviction of the members of the committee. If, having done these things well, the common schools can do other good things for their pupils, these other things should be done, but the doing of the less important must not be permitted to interfere with the satisfactory doing of the things that are absolutely necessary.

With such ideas in mind it seemed proper, first of all, to ascertain whether the common schools in Cleveland are doing satisfactorily the things that environment has made essential, and, if not, what is the cause of the failure and what the most hopeful remedy. The first step taken toward this end was to send a printed circular of inquiry to each of the 1,600 teachers in the common schools of the city.

This circular read as follows:

Cleveland Educational Commission, Committee on Common Schools and Kindergartens.

To the Principals and Teachers in the Common Schools (Grades 1-8):

The members of this committee recognize the importance of the work that has been specially assigned to them (viz.: courses of study and limitations of the work of the pupil and teacher), and the difficulties that lie in the way of a wise and satisfactory solution of the associated problems. They naturally turn, first of all, to the teachers of those schools for information and suggestion, both of which they ask of you. They desire you to be full and frank in your replies to this circular, and assure you that no reply will be used in any way that can result in injury or embarrassment to the writer thereof. If any teacher requests his or her reply to be considered confidential, it will be so held, whether the reasons for such request are real or imaginary.

In the spirit above indicated, you are requested to send answers, suggestions, and opinions as indicated below:

1. Name of school and number of grade in which you teach.
2. Number of years' experience as a teacher and length of service in the Cleveland schools.
3. How many different subjects engage the attention of yourself and your pupils in the course of any one week?
4. (a) How much time per day, out of school hours, is required of the average pupil in your class for the satisfactory preparation of his school work? (b) Are you able to secure this home work? (c) To what extent is the health of the pupil affected by this home work?
5. How much time per day, out of school hours, is required for the satisfactory preparation of your school work?
6. How much additional time per week is required of you as a Cleveland teacher?
7. At the beginning of the school year are the pupils assigned to you well prepared for the work expected of them? If not, what per cent. of such pupils are thus prepared?
8. How many pupils have you?
9. (a) How many minutes per week has your class for reading, i. e., actual reading out loud by the pupil, with criticism and example by the teacher? (b) How many minutes per week has the individual pupil for such reading? (c) Are the results satisfactory to you? (d) Can you suggest anything that would lead to better results?
10. Give similar information concerning writing.

11. Give similar information concerning arithmetic.
12. Give similar information concerning language.  
(A copy of your weekly schedule of work will be appreciated.)
13. Could you do better work and secure better results in the four subjects above mentioned if some other things were eliminated from the course of study or from the instructions under which your work is done? If so, what eliminations should be made?
14. Are any of the requirements made by supervisors or special teachers excessive or unnecessarily burdensome? If so, what and why?
15. Could the course of study be enriched by the addition of other subjects without lessening your ability to secure satisfactory results in the four subjects above mentioned? If so, what additions would you suggest?
16. (a) In which of the four subjects above mentioned do you think the results secured in your school are the least satisfactory? (b) What, in your opinion, is the main cause of such relative inefficiency?
17. To the foregoing, add any opinion or suggestion that you think will be of value to this committee in its special work.

Please send your reply to this circular, at your earliest convenience, to the chairman of this committee, at 657 Woodland Hills avenue. Thanking you for the courtesy of a prompt reply, we remain, yours truly,

ELROY M. AVERY,  
Chairman.  
CHARLES GENTSCH,  
E. M. BAKER,  
Committee.

Cleveland, April 19, 1905.

Replies to this circular were received from 1,312 different teachers. The committee also held examinations of its own in numerous eighth grade schools, invited and received written communications from parents and others interested in the schools or familiar with the results achieved by them, and gave opportunity for teachers, parents, business men, and others to appear before the committee. In short, the committee has done as well as it could all the things that seemed likely to enable it to arrive at correct conclusions concerning the important questions above outlined. The results of our investigations along some of these lines seem to call for detailed statement.

### The Replies of the Teachers.

As might have been expected, the answers received from some of the 1,312 teachers who answered the circular of inquiry were so evasive or indefinite as to be of little or no value and, as was not expected, many of the teachers refused or failed to answer the circular at all. At the end of six weeks after the distribution of the circulars, fewer than one-third of the teachers addressed had made any response. This fact being reported to the president of the board of education and the superintendent of schools, the attention of the teachers was officially called to the necessity of prompt responses by them to the inquiries of this committee. Probably because of this official assistance and possibly because the committee made an especial effort to convince the teachers that their answers would in no case be used in any way to occasion individual embarrassment or injury, responses began to come in much more freely, so that when the school year closed in June more than 1,300 answers had been received. Altho some of these letters gave no help to the committee, the information thus secured constitutes a sufficient basis for an accurate judgment concerning the real condition of the schools in the respects under investigation as those conditions appear to the teachers—undoubtedly the best witnesses possible in the case.

The committee desires here to put on record the statement that these letters clearly indicate that the great majority of the teachers in our common schools are intelligent and earnest, wholly qualified and fit for the positions that they occupy. It, however,



regrets to report that some of the teachers were afraid freely to answer the questions submitted to them and that a few teachers, for wholly different reasons, persistently and even boastfully refused to send answers to the circular. The fear above suggested is well illustrated by the fact that after they had become convinced that this committee would act in good faith and hold confidential all answers received by them, about two dozen teachers withdrew their first replies and substituted therefor others that contained much more light on the questions under immediate examination. That there was such fear on the part of many teachers is alike unquestionable and deplorable.

It is proper to add that at least one other of the committees of the educational commission had a similar experience and that this part of our report is partly due to the fact that some of the members of that committee reported orally to the commission that they had omitted this item from their report because it seemed to them that it more properly pertained to the report of this committee. The committee on common schools has therefore taken up this very unpleasant part of its work, impelled thereto solely by its sense of duty.

#### Reading.

By reference to the circular addressed to the teachers, given above, it will be seen that the ninth inquiry relates to reading. In the minds of the committee, reading is not synonymous with elocution. Its members understand intelligent reading to mean the transferring of the thought of the writer to the mind of the reader or the listener. Without such reading, satisfactory progress in school is impossible. It appears that the time allowance provided by the school schedule for this subject covers several things in addition to actual reading by the individual pupils. The testimony of the teachers in our common schools is to the effect that, for such reading, the individual pupil has from five to eleven minutes per week—not that many minutes per day, but that many minutes per week. After this statement it is not surprising that, of the teachers in grades five to eight inclusive, only sixty-two reported that they had enough time for reading, while 358 reported that they had not enough time for this fundamental study; and that, of the 1,312, not more than three reported in definite terms that the results were satisfactory. In almost every case it was suggested that better results could be secured if the teacher and pupils were relieved of some of the work required for other subjects.

Teachers, parents, and others who appeared in person before the committee were unanimous and emphatic in their statements that the teaching of reading in the Cleveland common schools is the weakest point in our school curriculum. In response to inquiries sent to our high school principals as to the facts bearing on this subject as developed in their experience, one of them replies: "Intelligent reading seems to be one of the lost arts among the pupils coming to us." The testimony to this effect is so emphatic and so nearly unanimous as to leave no doubt that a radical reform in this respect is needed. It does not much relieve the situation to say, as some have said, that the efforts of the teachers are weakened by the fact that many of the pupils are of foreign parentage, and that at home they hear little of English speech. On this point two observations are pertinent:

(a) The loudest complaint on this subject comes from teachers and parents in parts of the city where English, and presumably good English, is most used.

(b) The fact that many of the pupils come from non-English speaking homes is a condition that has been known so well and so long that it cannot now be pleaded as a sufficient excuse for failure to secure

fairly good results. If the conditions require unusual effort then the unusual effort should be made; if the conditions demand a larger time allowance, then more time should be given, even if the child is obliged to go thru the highest grade ignorant of many things that it is desirable for him to know.

#### Writing.

The reports of the teachers and the written work of the pupils now in the possession of this committee indicate that the average results attained in this subject are more nearly satisfactory than are those pertaining to the other three subjects specially investigated. This comparative excellence is emphasized by the fact that within the last year the style of penmanship taught in the schools has been changed. Still, the member of this committee whose familiarity with the Cleveland schools runs back thirty years or more, agrees with the teacher who, in a beautifully written letter, says: "I am old-fashioned enough to think that in the days when Mr. Root had time to mark our books once a year, and we worked for the much coveted A, B, etc., our writing was far superior to that of to-day. If we could say truthfully to our pupils, 'The supervisor will look at and mark your books,' there would be a great improvement. The present supervisor of writing is A1, but he has so much to do that our pupils hardly know him." It is certainly suggestive to think that the supervision of writing is still limited to what it was in the early '70's, while the supervision in less essential subjects has been increased three-fold or more.

#### Arithmetic.

In the four upper grades, seventy-one teachers reported that they had time enough for the teaching of arithmetic, while 304 such teachers reported that they had not time enough for the subject. Communications, oral and written, from business men who have given employment to pupils coming from the common and high schools of this city, were very generally to the effect that said pupils were neither quick nor accurate in simple arithmetical computations. Some of the testimony submitted was so irreconcilable with the common belief that in this respect our Cleveland schools had attained an unusual degree of excellence, and so irreconcilable with the reports of the advancement of a large proportion of the pupils after examination upon questions that were certainly severe enough, that the committee determined to make a test of its own. Inasmuch as it was not practicable to examine all of the grades, it was resolved to confine the examination to the eighth grade, on the assumption that if these common schools are giving to their pupils a satisfactory training in this really essential branch of study, the fact would show in the work done by pupils who had most nearly completed the common school course. Inasmuch as it was not easily practicable to test all of the eighth grade schools of the city, it was decided to test:

(a) Some of the pupils who came from portions of the city that are supposed to be marked, in an especial degree, by the liberally educated class.

(b) Some of the pupils largely representative of the artisan class.

(c) Some of the pupils fairly representative of the foreign-born part of our population.

For this purpose, memoranda and bill heads were prepared as follows:

NOTE.—Read this printed slip carefully and then wait for the order to begin the work called for.

Name of school.....  
Number of grade.....  
Name of pupil.....  
Fill the blanks above.....

Harry Clifton bought of James Armitage goods as indicated below. The clerk who sold the goods and made the memoranda misspelled some of the words. The bookkeeper corrected these errors in making up the account and you are





In the subtraction test the number of minutes taken by the pupils varied from one to three, of the answers 171 were right and 22 were wrong.

In the multiplication test the number of minutes taken by the pupils varied from one to seventeen, of the answers 23 were right and 168 were wrong.

In the division test the number of minutes taken by the pupils varied from two to ten, of the answers 107 were right and 86 were wrong.

In the percentage test the number of minutes taken by the pupils varied from one to nine, of the answers 130 were right and 62 were wrong. Of the 62 pupils who made errors, 5 gave wrong answers to three of the questions. Each of the other 55 had one wrong answer.

The committee is of the opinion that nothing that it can say would add to the impressiveness of this exhibit.

It is worthy of notice that four questions of the percentage test are easily soluble by purely mental operations. For instance, 25 per cent. is 1-4, and 1-4 of \$280 is \$70. Altho, in this test, only answers were called for, the slips returned show that many of the pupils performed extended work with pen and paper, such as the actual multiplication of \$280 by .25. In the opinion of the committee, the almost universal omission of mental arithmetic from school curricula is greatly to be regretted. The old-time Colburn text-book with its rigid reasoning and conclusive "therefore" had a mighty influence in the development of strong and accurate thinkers as well as of ready reckoners. The committee earnestly recommends thoro and continuous training in mental arithmetic in every grade in which arithmetic is taught.

#### Spelling.

From the four higher grades 74 teachers reported that they had time enough for language and 315 teachers reported that they had not time enough for language. In addition to securing these opinions from the teachers, the committee conducted two examinations, one in spelling and one in composition.

The spelling test consisted of a list of fifty words, as follows:

Drowsy, peninsula, excelled, diligence, measles, stirred, alliance, opponent, surviving, worthy, annoyance, ratio, dimer, wrangle, opposed, control, conceal, elegant, tongue, orange, Delaware, cholera, civilize, anxiety, Wednesday, veteran, military, increased, chargeable, possess, imagine, patriotic, abandon, riddle, sieve, guardian, convalesce, hazel, blamable, telegraph, barbarous, marvel, obliged, financial, navigator, business, collision, seditious, balance, ally.

In each of the four schools where this test was applied, the words were pronounced to the pupils by the regular teacher and in the usual form, the committee being desirous here, as in every case, to avoid anything that might tend in any way to the embarrassment or confusion of any of the pupils. In these four eighth grade schools the examination was given to 144 pupils. The poorest paper that was returned contained thirty-six misspelled words. Only one paper contained no error. The total number of misspelled words was 1,887, an average of more than thirteen words per pupil.

#### Composition.

The examination in composition consisted in the reproduction of the story of "Bruce and the Spider," which was read to the pupils by the regular teachers of the several schools. At the time of conducting this examination the members of the committee supposed that this story would be new to the pupils to be examined, but it subsequently appeared that most of the pupils were familiar with it, it being contained in one of the regular reading books used in the public schools in the fourth or fifth grade. This made the test even more easy than had been intended by the committee. It is not possible to make a clear, definite statement of results attained in this test as

has been done in the case of other tests conducted by the committee. Percentages here are valuable only for the purpose of comparisons of different schools and of individual pupils. To say that the paper submitted by any individual pupil was marked 78 per cent. is necessarily indefinite because, in all probability, another examiner, equally competent and equally anxious to do exact justice, would fix the per cent. at a higher or a lower point. The best that the committee can do is to report that, while the test as made is no indication of what might reasonably be given to eighth grade pupils, the results secured were better than had been expected.

All of the papers in the possession of the committee were percented by the same person. The average for one of the schools is 82 per cent., for another of the schools 74 per cent., for the third and last of the schools thus examined 60 per cent. Here for the first time we find the three classes of schools chosen for the committee's test arranging themselves in the order in which they were given in an earlier part of this report. In other words, the lowest average pertains to the school that is largely representative of the immigrant class. That the pupils of this school did as well as they did under existing conditions is, in the opinion of the committee, very highly creditable to the teachers of that school. This is not to be taken, however, as an indication that the committee is satisfied with the method used or the results secured in teaching English in the Cleveland common schools. Some of the written work received from the schools, and specimen letters sent us by business men who had received them from Cleveland school pupils are very disquieting.

#### Comments.

From the general tenor of the teachers' letters received by the committee, it appears that the work imposed upon the teacher in the preparation of the language lessons is unnecessarily burdensome, especially the part of this preparation that passes under the name of nature or science studies.

In many cases statements from the teachers on these subjects are real complaints, and, in some cases, the complaints are bitter. The general impression created by these letters has been strengthened by reports made by parents and others. The committee is of the opinion that this work of preparation is unnecessarily burdensome; that the results are inadequate and not nearly uniform. It would recommend the adoption of some good series of text-books on this subject, believing that the honest, intelligent use thereof will be a relief to the teachers and lead to decidedly better results in the work of the pupils.

The committee is of the opinion that one of the most efficient aids to the mastery of language is a firm fixing of what has been called the dictionary habit. There seems to be little need that a pupil in a school above the fifth or sixth grade should often ask for information concerning the spelling, pronunciation; or meaning of a word, if that pupil has easy access to a good dictionary. The committee found evidence of what seems to be a purpose to provide each school building with an unabridged dictionary, and most of the buildings are thus provided.

It also found that this apparent purpose has fallen short in the cases of two high schools and of more than a score of grammar schools, all of which are wholly destitute in this respect. To take a single case, the discovery that a large school with more than 1,000 pupils has not a single unabridged dictionary within its walls occasioned both surprise and pain.

Thereupon the committee began an investigation of what is being done along this line in other places. It found that, in several states, provision is made by law. For instance, the Wisconsin statute says:

"If the district has a graded school, it is entitled to one copy for each distinct department." In other words, by Wisconsin law, each school-room when opened and placed in charge of a teacher is entitled to receive from the state, free, a copy of Webster's Unabridged (International) Dictionary. Letters of inquiry were sent to a large number of the leading cities of the United States, and from the answers received it appears to be a very general practice to provide a good reference dictionary for each classroom, especially in the rooms of classes above the fourth grade. Thus, the report from Syracuse says: "Each class-room in our schools, above the fourth, is provided with a Webster's International Dictionary. It would be very gratifying if we could place a high school dictionary in the hands of every pupil from the fourth grade up." Decatur, Ill., reports: "We try to provide all the rooms above the first grade, except those that have the Unabridged, with the Collegiate Dictionary. From the fifth grade on the pupils are expected to provide themselves with either an Academic or a High School Dictionary. St. Paul reports: "All the schools are provided with Webster's International Dictionary." Providence reports: "In our primary buildings (grades 1 to 4) we furnish each teacher's desk with a Collegiate Dictionary. In the grammar buildings (grades 5 to 8) we furnish each teacher's desk with a Collegiate Dictionary, and on each floor of the building at least one International." New York city reports: "The International (Unabridged) Dictionary may be ordered by any principal for the school or for the class-rooms of the upper grades. Almost every elementary school has a copy." New Bedford reports that every school-room from the fourth grade to the ninth, inclusive, has an International Dictionary, and that in all the grammar grades each child is furnished with a copy of Webster's High School Dictionary. "These dictionaries are all provided by the public funds." These are only sample quotations from a large number of reports received. In nearly every case the school superintendent, in his answer, calls attention to the importance of a liberal provision of dictionaries, and of regular, systematic instruction in their use. "The habit of using a dictionary, thus acquired in school will unquestionably follow the pupils thru life and be of great value. As they advance in the grades they become able to use the dictionary and to work out their own studies, constantly adding to their vocabularies and learning self-reliance."

In consideration of the great educational value of the dictionary and the dictionary habit, the committee recommends that an Unabridged Dictionary be placed in every class-room of the grades above the sixth grade, and that a Collegiate Dictionary be placed in every class-room in the grades one to six, inclusive, and that, in grades five to eight, inclusive, at least, pupils be persistently and systematically trained in the proper use of such reference books. It also recommends that every pupil above the sixth grade be required to have a copy of the High School or of the Academic Dictionary.

It is almost unnecessary now to say that in the opinion of the committee the non-essential branches have been permitted to encroach, and still are permitted to encroach upon time that is needed for teaching branches that are essential. The report of a committee already approved by this commission points out that in our high schools too many different subjects are taught, that one effect thereof is superficiality, and that more valuable results might be obtained by more thoro work upon the "great studies." The same condition exists in the common schools. Pupils and teachers are required to do so many different things that they are not able to give to the "great studies" the attention that their importance demands. For practical preparation for

business life and for general mental development; the committee believes that intensive teaching has great advantages over the diffusive systems that are now so common.

This opinion is re-enforced by the report of a Cleveland high school principal, who says: "In reading and arithmetic, by reason of spargent methods, there is, as I think, a loss of nearly two years. The writing is prevailingly poor. The language work is so watered that nothing substantial can come thereof." The committee previously had the assurance of several teachers in the higher grammar grades that they were seriously handicapped by the fact that many of the pupils sent to them were, in acquirements and development, "about two years behind the schedule time."

The attention of this commission has already been called to the fact that some of our school classes are too large. This committee wishes to emphasize the fact that a given teacher can do better work with thirty pupils than with fifty, especially if she has to teach mental arithmetic. In spite of the fact that such a change as is thus suggested would necessitate a larger outlay for school buildings and an amplified pay-roll, the committee thinks that such a change is desirable. The taxpayers of Cleveland have a right to demand that they be given the best possible returns for the money that they pay for the support of the public schools. The demand being fairly met; they are able to pay even more than eleven mills on the dollar, and they will be willing to do so if they are convinced that such increased payment will add to the real efficiency of the public schools. But such an increase of school accommodations and of the teaching force is not the complete solution of the problem now under consideration.

Naturally, many of the teachers who recognize the need of more time for the study of the "essentials" did not feel disposed to suggest specific eliminations from the present course of study, but 261 of them did speak distinctly in favor of the elimination of certain studies, or the reduction of the time and energy now spent upon them. The larger part of these suggestions relate to drawing and physical culture. The committee has no disposition to belittle the value of drawing, but the testimony of our teachers is so strongly to the effect that the beneficial effects now secured do not justify the time and energy expended that the committee feels that it must report the facts to the commission and thru it to the board of education.

The complaints concerning the work in physical culture are more numerous than are those relating to drawing, and are generally expressed in even more emphatic terms. These complaints relate chiefly to the memorizing of exercises required of the teachers; to the large time allowances given, and especially to the large number of hours filched from other studies for preparation for field-day exercises and other public exhibitions. The fact that there are now employed nine or ten supervisors of physical culture and only one supervisor of arithmetic would of itself raise the question whether physical culture is not given a greater prominence in the school curriculum than is justifiable. While the committee cannot too strongly emphasize the importance of physical culture in the public schools, it believes that the work may and should be done in a way that will lighten the present burden of the teacher, avoid all interference with the time allowance of other studies and yet give to the pupils the rest from routine, the recreation, and the re-creation that they need.

While the committee is very positive in its opinion that more time must be secured for what it has designated as the essential branches of common school studies, it does not feel called upon nor does it consider itself competent to indicate just where or how the additional time shall be secured. It recog-



nizes the value and importance of every branch of study now taught in our common schools, and in recommending that some of them be relegated to a standing relatively lower, it recognizes that the details of such a change should be worked out by experts well trained along that line. It would not advise any person who is contemplating the erection of an important building or considerable changes in such a building to ignore the services of a professional architect, but it still seems proper for such a person, under such circumstances, to inform his architect whether the plans are to be drawn for a serviceable, modern, business block, or for a Chinese pagoda. The committee feels that the course of

study requires modifications along the lines herein indicated and that it is desirable that this be done as soon as possible.

In conclusion, the committee desires to thank twelve hundred principals and teachers for the helpful spirit in which they co-operated with the committee at a time when they were specially burdened with school work. It also wishes to make grateful recognition of the uniform courtesy and unhesitating assistance given to it by President Orth, Superintendent Moulton, and Director Orr.

ELROY M. AVERY;

E. M. BAKER, CHARLES GENTSCH,  
*Committee on Common Schools.*

## Letters.

### An Open Letter by Henry Sabin.

In the last number of THE SCHOOL JOURNAL I notice the following: "We are told quite plainly at times that the only salvation of the world is to be found in a return to the stern ways of the schoolmasters of the past. This was urged at Louisville by Henry Sabin, for instance."

What I said I propose to stand by, but I said nothing to justify the conclusions which you draw. For instance, I said nothing regarding examinations. If that matter had been under discussion I should have condemned, them as conducted to-day in at least half our best schools, as destructive of true learning, and as deleterious to the highest style of scholarship.

Neither am I willing to have you class me as a pessimist. Those who know me best, know that I am an optimist of the most pronounced type. To-day is better than yesterday; this year is better than the last; the present century, even at its dawn, is prophetic of results and discoveries in the arts and sciences of which we scarcely dreamed in the century just closed. You have no right to place me in this false light before the public.

As for your contention that "graft" in its worst form is the product of the schools of the more immediate past, you are not far from right. The evils complained of had their reign, as far as the schools are concerned, in the inculcation of the idea that the schools must be entirely secular; that all ideas of God must be banished, that the Bible must not be referred to as having any authority, and that the child must not be treated as an accountable being.

With you I rejoice that so many young men, the graduates of our colleges during the last fifteen years, are taking a prominent part in the war inaugurated upon "graft" and all forms of wickedness in high places.

But I am not blind. I cannot shut my eyes to the fact that the papers contain accounts of thefts, burglaries, arson, murder, committed by youths from twelve to fifteen years of age; that they crowd the docks in our police courts; that in every city of any size, there is a call for juvenile courts, reformatories, and parental schools, as a means of staying this flood of youthful crime. This is not entirely the fault of the modern school; on the contrary, the moral instruction in many of our schools is more pointed, more wholesome, and more effective than that in some of the best homes from which the children come. But it is the fault of that laxity in government at home, at school, in society, which fails to exact obedience to rules and laws. This is the point which I endeavored to make at Louisville. Obedience must be secured at any and every cost. Disobedience, disregard for law, in a republican government, is the straight road to anarchy and revolution.

Here I take my stand with Page, with Wickersham; with White, with a host of educational worthies

whose teachings, because they were "true and righteous altogether," must not be allowed to pass into oblivion.

*Des Moines, Ia.*

HENRY SABIN.

The School Garden Association, Station A, Boston; Mass., last year enlisted over 10,000 workers in the School Garden movement, and supplied seeds, instructions for planting, and literature to schools; clubs, superintendents, principals, teachers, pupils; and individuals in many parts of the country. The results of the work were so encouraging, and the good so manifest, that preparations have been made on a larger scale for 1906, providing a larger number of varieties of flowers and vegetables, and aiming to reach and assist all willing to join in the movement.

A membership fee of six cents secures enrollment; a booklet of directions for planting, a sample collection of five varieties of seeds, and a list of the collections of flower and vegetable seeds that can be ordered for school and home garden use. Any one can apply. Simply write to F. W. Shattuck, secretary of the School Garden Association, Station A, Boston, Mass.; enclosing six cents and giving your name and address plainly.

### Food Helps

#### IN MANAGEMENT OF A R. R.

Speaking of food, a railroad man says:

"My work puts me out in all kinds of weather; subject to irregular hours for meals and compelled to eat all kinds of food.

"For seven years I was constantly troubled with indigestion, caused by eating heavy, fatty, starchy; greasy, poorly cooked food, such as are most accessible to men in my business. Generally each meal or lunch was followed by distressing pains and burning sensations in my stomach, which destroyed my sleep and almost unfitted me for work. My brain was so muddy and foggy that it was hard for me to discharge my duties properly.

"This lasted till about a year ago, when my attention was called to Grape-Nuts food by a newspaper ad. and I concluded to try it. Since then I have used Grape-Nuts at nearly every meal and sometimes between meals. We railroad men have little chance to prepare our food in our cabooses and I find Grape-Nuts mighty handy, for it is ready cooked.

"To make a long story short, Grape-Nuts has made a new man of me. I have no more burning distress in my stomach, nor any other symptoms of indigestion. I can digest anything so long as I eat Grape-Nuts, and my brain works as clearly and accurately as an engineer's watch, and my old nervous troubles have disappeared entirely." Name given by Postum Co., Battle Creek, Mich.

There's a reason. Read the little book, "The Road to Wellville" in oaks.

## The Educational Outlook.

Dr. Irwin Shepard has gone to California, accompanied by Mrs. Shepard, to make arrangements for the N. E. A. convention to be held at San Francisco next summer. He will spend this whole month on the ground. Dr. Shepard is much pleased with the outlook for a large meeting at San Francisco next July. He says that all the passenger associations in the country with the single exception of the Southeastern Association, including lines south of the Ohio and Potomac rivers, have granted the rate of one fare for the round trip, the membership fee in the association to be added to the price of these tickets. The Southeastern Association is expected to announce this rate soon.

The negro educational and industrial commission held a meeting at Memphis, Tenn., on March 7, to consider plans for a proposed exposition of the negroes of the United States. Many prominent colored men from all parts of the state took part in the deliberations.

With a population of 325,000, Milwaukee has a few less than 40,000 pupils in the public schools, but Milwaukee has an immense parochial school membership, having 26,000 pupils in religious schools, divided between the Catholics and Lutherans. She spent last year \$1,350,000 on her public school system, and she has school property worth \$3,000,000.

Warren E. Hicks, former superintendent of schools at Fargo, N. D., has been appointed assistant superintendent of the schools at Cleveland, Ohio.

At a recent meeting of the Jersey City board of education, Superintendent Snyder's salary was raised \$500, making it hereafter \$5,000 a year.

An exhibit of kindergarten handwork of the public kindergartens of the boroughs of Manhattan, The Bronx, and Richmond was held at the hall of the board of education on March 21 and 22. The exhibit was prepared for the international Kindergarten Union which meets in Milwaukee, April 3 to 6.

An exhibit of drawing, construction and shop work, cooking, sewing, and textile fabrics from the schools of Richmond borough was given in public school No. 14, Stapleton, on March 13th, 14th, and 15th. Exercises were held in the same school under the auspices of the Richmond Borough Teachers' Association, Thursday evening, March 15. Music was furnished by pupils from public schools.

At a recent meeting of the board of trustees of Princeton university it was announced that since the preceding meeting the sum of \$245,577 had been presented, in various gifts, to the university. It has become known within the past three weeks that the university has been made residuary legatee of the estate of Mrs. J. Thompson Swan, which is said to be worth about \$300,000, and will be used by the graduate school.

Superintendent Rapp, of Berks county, Pa., has visited every one of the 521 schools under his jurisdiction, and has already begun to visit them a second time.

A petition in voluntary bankruptcy has been filed in the District Supreme Court by William H. H. Hart, who conducts the Hart Family School for the care of derelict children in Prince George county, Md. Hart places his liabilities at \$40,839

We extract the following from *The Medical Reprints*: The value of antikamnia tablets consists in their rapid effect in alleviating pain. Two tablets almost instantly relieve headaches or neuralgia. A dozen five-grain tablets should at all times be near at hand. Twenty-five cents will get a dozen from your druggist.

and his assets at \$169,786, of which \$148,765 represents a claim against the United States for services, costs, damages, and expenses alleged to have been incurred by him in the maintenance of children committed by the courts and administrative branches of the District to the Hart Farm School.

Dr. P. F. Funkhouser, of Harrisburg, Pa., has been elected president of Lebanon Valley college, at Annville, Pa. Dr. Funkhouser is a graduate of Otterbein university, in Ohio, and has been president of Western college, in Iowa. He founded Shenandoah institute at Dayton, Ohio. He will enter upon his duties in Annville, at the opening of the spring term of the college.

### Teachers Try Examination.

Thirty of Pittsburg's teachers braved the taunts of their co-workers in the Teachers' Association and presented themselves for examination for admission to "Class B" on March 10. Admission to this class entitles them to a salary of \$90 per month, and all teachers with seven years' experience and having a permanent certificate are eligible.

The first examination under this method of classifying teachers was held last April. Of 500 teachers 60 per cent. passed.

An organized movement was soon after begun by dissatisfied teachers against the teachers' salary commission, that being the body created by the board of education for the purpose of conducting these examinations.

Meetings are held regularly, and harsh criticism has been showered upon the commission and its methods. Finally it was decided to test the legality of the commission, and for this purpose an assessment was levied upon each teacher. A bill in equity was filed in common pleas court, February 21, the central board being named as defendant. It was requested that the central body be brought into court and show cause why the commission should not be dissolved.

The members of the commission are: superintendent, Samuel Andrews; director, Edward Ryneanson; Dr. W. D. McFarland, central high school; Miss Jane Ralston, normal department; Francis A. Slattery, Riverside school.

### Teachers Scarce in Nebraska.

State Superintendent McBrien, of Nebraska, says that he has more requests from school boards for qualified teachers than he has teachers to supply the demand. Some of the districts in the western and northwestern sections of the state were quite unable to obtain teachers, and accordingly held no school at all.

The new certification law has so greatly raised the standard of qualifications that many of the old teachers are unable to obtain certificates. The number of teachers, too, who are marrying helps to make the problem more difficult. There is serious talk of placing in every teacher's contract a clause prohibiting marriage during the life of the contract.

### State Funds for Weak Schools.

Rural districts of New York state are interested in the Barnes bill, which increases the apportionment of state school funds for weak school districts. The measure has been favorably reported by the senate committee on education. It will mean a larger general appropriation for schools.

The bill provides that each district having an assessed valuation of \$20,000 or less shall have \$200 a year. This is an increase of 33 1-3 per cent. Each district having an assessed valuation between \$40,000 and \$20,000 will receive \$175, an increase of 25 per cent. Districts whose valuation is between \$60,000 and \$40,000 are to be given \$150, while to each Indian reservation for each teacher employed,

\$150 will be given. The remaining districts of the state, including the cities, will receive the same quota as heretofore, \$125.

### Supt. for Los Angeles.

Dr. Ernest Carroll Moore, professor in the department of education in California state university, has been elected superintendent of schools at Los Angeles. Dr. Moore will establish his residence in Los Angeles in May, but will not take up the active duties of his office until the close of the summer session at Berkeley. He is to be dean of the summer session, a position in which he served with great success last year.

Besides carrying on his work at the university, Dr. Moore has interested himself in prison reform and is president of the State Board of Charities and Corrections. His work in Los Angeles carries with it an increase in salary, the position paying \$4,000 a year, while the associate professorship at the University of California carries a salary of but \$1,800.

### Kennebec Teachers' Meeting.

Two hundred teachers of Kennebec county, Maine, assembled at the state house at Bangor on March 18 for the annual meeting of the county Teachers' Association. The teachers enjoyed the brief address by state Supt. W. W. Stetson particularly.

Mr. Stetson discussed the recent extensions of the course of study which have resulted in overloading the schools with work along lines which are not practical. The blame for this is only in a small degree upon the teachers. It is mainly the fault of people with fads, and of various organizations and bodies.

There should be, he said, a process of elimination. For instance, there should be a distinction between number work and arithmetic; the former should not be given before the third grade and the latter not before the fifth grade. In the study of geography the work should begin with the school-room and yard, the town, county, and state, instead of teaching so much that is not so about Africa. Much more attention should be paid to local history. Many branches now attempted should be cut out and in many others more attention should be devoted to mastering the essentials.

Prin. C. P. Cook, of the Cony high school of Bangor, presented the report of the committee appointed at the last meeting of the state Teachers' Association to investigate the matter of the salary of the Maine teachers. This report has been printed in pamphlet form, and as copies were present for distribution, it was not read in full. The speaker dwelt particularly upon the needs of educating public sentiment up to a point where the citizens of the various municipalities will see that the teachers of the public schools are given pay commensurate with their services. In only five states of the union do the teachers receive less than in Maine, and there is pressing need of a reform along this line.

## Spring Ailments

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### Irish History in Boston Schools.

At a hearing on the question of the teaching of Irish history in the Boston public schools, held March 13, Chairman James J. Storrow, of the school committee stated that he favored making Irish history an elective in the high schools, and he believed this would be the course the board would adopt.

Matthew Cummings, state president of the Ancient Order of Hibernians, gave the reasons, put forward by the society he represented, why Irish history should be taught in the public schools.

We ask, said Mr. Cummings, that Irish history be taught in the Boston public schools. English history is taught to-day. The English policy in Ireland and the persecutions of the Irish people are presented. Boston is the most Irish city in the world. There are now more than 400,000 people of Irish extraction in Boston. The sons and daughters of these people gain the impression that there is something wrong with the Irish people. They come home from school and ask their parents questions regarding their people.

Vice-President Jeremiah Carroll of the Irish county organizations of the state said that most of the children attending the public schools are of Irish descent. They should be allowed an opportunity of learning something of what Ireland has done for the world. It is impossible to teach English history correctly without reference to Irish history. Ancient and medieval history are taught in the schools. Irish history is both ancient and medieval. Irish history and literature show that there existed in ancient Europe an advanced civilization and a most liberal and just code of laws at the time of Greece and Rome. I allude to the Brehon laws of ancient Ireland. Many would to-day be astounded to learn just how advanced this code was.

Irish history, Mr. Carroll continued, is deserving of a place in any liberal course of history. The story of Ireland and Ireland's people is essential to a knowledge of the rise and development of modern civilization. Irish scholars and missionaries among the Angles and Saxons gave them Christianity and culture.

The unmistakable evidences of Christianity found on this continent after the discovery of Columbus can be traceable to

none other than Irish sources. The Icelandic sages, recognized by scholars for their historic as well as literary value, recorded more than one voyage from Ireland to this continent. At least one-half of the patriots who fought with Washington were Irish or of Irish descent. Irishmen laid down their lives to establish our common country.

For centuries writers of English history and literature have been industriously occupied with villifying and misrepresenting the Irish people. Here, at last, in this free land which they have done so much to establish and perpetuate, Irishmen have a right, I submit, to expect that something of the truth about themselves and their race shall be taught their children.

### Prevention of Tuberculosis.

During the month of February in the Free Public Library building in Newark, N. J., the American Tuberculosis Society had a comprehensive exhibit which was viewed by thousands of persons. Volunteer nurses explained what the association hopes to accomplish by the dissemination of a correct conception of the proper methods of prevention of tuberculosis, and the treatment of such patients.

The exhibit was visited by hundreds of school children with their teachers. "The Duties of Parents and Teachers in the Prevention of Tuberculosis" was the subject of a lecture given by Dr. S. Adolphus Knopf, of New York. Dr. Knopf declared it to be important most of all to inculcate into the children's minds a love of fresh air and for simple physical instruction and breathing exercises. The public schools should be equipped with gymnasium and swimming tank. Pupils having such opportunities for physical exercise would not only be more free from contagious and infectious diseases, but would have a higher moral and intellectual status.

William Jennings Bryan will have in the April *Century* a paper on "Individualism versus Socialism." It is a non-partisan statement of conditions and claims, the writer arguing that the words "individualism" and "socialism" define tendencies rather than concrete systems; and that there should be no unfriendliness between the honest individualist and

the honest socialist, both seeking that which they believe to be best for society.

### Recent Deaths.

Supt. William W. Ross, of the Fremont, Ohio, public schools, a leader in educational circles in his state, died March 4th, aged seventy-two years. He has been superintendent of the schools of Fremont since 1864. He served several terms as state school examiner and was the author of numerous works on educational and economic questions.

County Supt. J. W. Wilcox died very suddenly at Scales Mound, Ill., on March 2. Heart disease is supposed to have been the cause of his death. He was fifty-three years of age.

Prof. Otto Fuchs, for the past twenty-three years director of the Maryland Institute School of Art and Design, died at his home in Baltimore, on March 13, of pneumonia. He was sixty-seven years of age.

Professor Fuchs was born in 1839, at Salzwedel, Prussia. He came to America with his parents when he was twelve years of age. At the age of seventeen he entered the office of a Hoboken architect and civil engineer, and while working in the office by day he attended school at night. His interest in the construction of monitors at the outbreak of the Civil war caused him to accept the position of draftsman in the naval bureau office in New York, where plans for the new war vessels were being made.

At the close of the war he was promoted to the position of head draftsman in the bureau, and when this bureau was abolished he was appointed professor of drawing in the naval academy at Annapolis. Two years later he resigned to accept the position of head draftsman and designer of steamships and general machinery for the City Point Works, at South Boston. There his reputation became established and when an art school was opened at that place he was chosen as head of the mechanical and architectural departments and in a short while was chosen as superintendent to take the place of the incumbent, who resigned.

He had won a national reputation when he went to Baltimore and during his twenty-three years of work there, he worked hard to make the institute a success.

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### Bro. Hunt's Grab Bag.

William M. Evarts, when asked if he did not think woman was the best judge of woman, replied: "Not only the best judge, madam, but the best executioner." —*Boston Herald.*

### Cheer Up.

Be still, sad heart, and cease repining,  
Behind the clouds is the sun still shining.  
Dream thou of spring—her fragrant channels—  
But—don't take off your winter flannels! —*Milwaukee Sentinel.*

### In Dead Earnest.

A traveling man received the following telegram from his wife:  
"Twins arrived last night. More by mail."  
He went at once to the nearest office and sent the following reply:  
"I leave for home to-night. If more come by mail, send to Dead-Letter Office." —*Lippincott's.*

### Didn't Worry.

Gambling was universal in Washington seventy years ago, and at parties a room was always set aside for the whist players. On one occasion a young woman from Boston, under the chaperonage of Mrs. Henry Clay, passed the room where the statesman was playing at a Cabinet party. "Oh, Mrs. Clay," said the maiden with the New England conscience, "doesn't it distress you to have Mr. Clay gamble?" "Oh, dear no," was the reply. "He most always wins." —*Exchange.*

### The Happy Family.

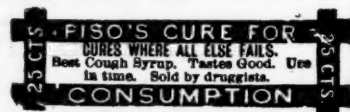
A so-called "happy family" P. T. Barnum used to exhibit consisted of a lion, a tiger, a bear, a wolf, a lamb, all penned together in one cage. "Remarkable!" a visitor said to Mr. Barnum; "remarkable, impressive, instructive! And how long have these animals dwelt together in this way?" "Seven months," Barnum answered, "but the lamb has occasionally to be renewed." —*Exchange.*

### Three Gates of Gold.

If you are tempted to reveal a tale  
Some one to you has told  
About another,  
Make it pass before you speak,  
Three Gates of Gold—  
Three narrow gates: First, is it true?  
Then, is it needful?  
And the next is last and narrowest—  
Is it kind?  
And if at last, to leave your lips,  
It passes thru these gateways three,  
Then you the tale may tell,  
Nor fear what the result may be.  
—*Hartford Times.*

### A Biblical Argument.

Dorothy Drew, Gladstone's little granddaughter, one day positively refused to get up, and her grandfather had to be called to overawe her. "Why don't you get up, Dorothy?" he asked. "Because the Bible doesn't approve of early rising, grandfather," was the unexpected reply. "Really, Dorothy," said the astonished statesman, "you must be mistaken." "Oh, no, I'm not," she persisted. "Here it is." And she turned to the second verse of the one hundred and twenty-seventh Psalm—"It is vain for you to rise up early." The old parliamentarian had nothing more to say. The argument floored him. —*London Tatler.*





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First prize, \$1,000; second, \$500; third, \$250; fourth, \$200; fifth, \$175; sixth, \$150; seventh, \$125; eighth, \$110; ninth, \$100; tenth, \$90; ten prizes of \$75 each, \$750; ten prizes of \$50 each, \$500; ten prizes of \$25 each, \$250; twenty prizes of \$10 each, \$200; judges (to be acceptable to the officers of the N. E. A.), \$300.

To be eligible for competition these articles must appear in a regular edition of some publication printed outside of the states of Oregon and Washington, said publication to be in the hands of the judges not later than Oct. 1, 1906. The offer is made with a view of having teachers become familiar with that portion of the United States, and to have them give expression to their views in such articles as will be acceptable to papers thruout the Union.

### Pennsylvania School Report.

The annual report of State Supt. Nathan C. Schaeffer of Pennsylvania, shows that there are 2,561 school districts in the state, exclusive of Philadelphia, of which 197 are township high schools. The teachers number 8,028 men and 24,324 women. The average monthly pay of the men is \$51.81 and of the women \$39.18.

The number of pupils outside of Philadelphia is 1,209,908; total amount paid in teachers' wages, \$14,142,470.84; for text-books, \$703,771.63; for all other school supplies, \$700,777.83.

The total cost of schools last year as met by state, county, and city, was \$28,565,457.15. The scale of wages for women teachers shows an average increase of \$3.46 per month; for men, \$2.79 per month.

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